

ENST 4022. Regenerative Design & Development
January – April 2022

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Office Hours: By appointment

Course Timetable: Wednesdays, 8:35 am – 11:25 am
Room: A-220, Loeb Bldg

Course Description

Let's face it: few discussions concerning our relationship with the environment have happy endings. We are constantly being bombarded by images of environmental disasters. And today, it is even more serious as we – perhaps – are the cusp of a pandemic era. It is not surprising that many people simply throw up their arms in despair. What can we do?

While these concerns are well-founded, and it is true that our actions are certainly triggering environmental catastrophes and potentially collapse, it is not all doom and gloom. The Earth is resilient; it can mend itself if given the chance. Furthermore, people are adaptable; we can change our ways and, with our creativity, help the Earth mend itself.

This is the backdrop for this course. *Sustainability, itself, is not good enough*; we must do more if we are to help the Earth repair itself. For the next three months we are going to look at regenerative design and development. Regenerative design and development demands that we all take an active part in this healing process, and not simply minimize the impacts of our actions.

You spent enough of your undergraduate lives learning about the doom-and-gloom side of life; it is now time to break free and seek out positive solutions. This course is meant to do just that, combining fun with learning; creativity and imagination with the years of knowledge you have acquired. Through these it is hoped that you will learn that all is not doom and gloom; that there is a pathway to a positive and thriving world for all life.

Optional Course Text:

Hess, D. and C. du Plessis. 2015. *Designing for Hope: Pathways to Regenerative Sustainability*. New York: Earthscan (Routledge). (A copy has been placed on reserve in the library.) I strongly recommend you obtain a copy of this book if you aspire to work in the field of planning, environmental management and/or design.

Course Outline

Week	Topic
January 12 (1-week unit)	<i>Introducing the Course and Expectations.</i> Introducing Regenerative Design & Development. <u>Live class:</u> January 12
January 19 (2-week unit)	<i>Unit 1. Nature in Design.</i> Ian McHarg's <i>Design with Nature</i> . Paolo Soleri's <i>Arcology</i> . Stephen Kellert et al's <i>Biophilic Design/Design by Nature</i> . <u>Live class:</u> January 19. Discussion on RD&D.
February 2 (2-week unit)	<i>Unit 2. Rediscovering Nature and our Place in it.</i> The meaning and importance of nature in our lives. Benefits of Nature. Ecosystem Services. Health. Happiness. <u>Live class:</u> February 2. Discuss Unit 1. Assignment 1 due.
February 16 (2-week unit)	<i>Unit 3. Incorporating Nature into Design: Opportunities and Challenges.</i> Incorporating nature into design as functioning sustainable ecosystems or as design elements creating hybrid techno-natural environments. Social justice. Safety/security. Maintenance. Others? <u>Live class:</u> February 16. Discuss Unit 2. Assignment 2 due.
February 21-25	<i>Winter Break</i>
March 2 (5-week unit)	<i>Projects.</i> For the remainder of the semester, you will be working on projects in which you assess a site (building complex such as converting a shopping mall OR a neighbourhood OR a favella/slum OR a town/village) and then develop a vision for that site applying biophilic and regenerative principles. There will be two meetings, March 16 and March 30, followed by a presentation day, April 6. <u>Live class:</u> March 2. Discuss Unit 3. Assignment 3 due. Projects submitted.
March 16	<i>Project Meeting I.</i> Teams will meet with me to review progress. It is expected that, by this meeting, you will have completed your site assessment and identified both the opportunities and limitations of that site. Preliminary maps of your site are also expected to be completed by this meeting.
March 30	<i>Project Meeting II.</i> Teams will meet with me again to review progress. It is expected that, by this meeting, you will have developed your vision for the site. You will also be expected to have created your site maps for review and produced a draft of your document to be shared with me at that time.
April 6	<i>Final exam: Harmony in Design and Becoming a Reflective Practitioner.</i> Take home reflection. Due by the end of the exam period. <u>Live class:</u> Project Presentations.

Learning Objectives

The goal is to encourage you to explore issues creatively and positively. The pedagogical goal is to help you develop a professional, critical analytical ‘eye’. Through the discussions, lectures, individual research, and finally, the project, it is hoped that every student will acquire the ability to approach difficult questions in an objective and critical fashion, and to learn how to think “outside the box” when seeking solutions to these questions.

Course Structure and Deliverables

This course is organised into an introductory class, three theoretical study units and then a major team-based term project. Each unit consists of a series of video talks plus readings. You will note that each live class will focus on the just-completed unit and its materials. The goal is to foster in-depth discussion of what you learned in that unit. Then the next unit will be introduced and off you go!

An important note on attendance. It is expected that society will have begun re-opening by January 2022. The university expects to have fully re-opened by that date. Therefore, this course will be returning to the campus although in a limited manner. There are five live classes scheduled: January 12 and 19, February 2, and 16, and March 2. Attendance is mandatory. Failure to attend will result in a 5% penalty applied against your final grade per occurrence. This is a seminar course, so you are expected to be there. Then there will be the two project team meetings on March 16 and 30 that you will be required to attend as teams. Plus, of course, there is the presentation day on April 6, and everyone will be required to attend all the presentations.

Unit Assignments

Each of the three theoretical units include assignments. These are to encourage you both to reflect on the ideas and methods presented – and therefore, to think as a futurist – and also to provide you with the tools to be applied to your selected project. These will also be discussed as part of the live class discussions.

Design Project

The purpose of this project is to provide you with the opportunity to apply the ideas, principles, methods and approaches embodied in RD&D to a real-world case study of your choosing. It is team-based. These teams will consist of four or five students. Examples of possible project sites include transforming a sub-urban shopping mall into a multi-used centre, transforming an established neighbourhood, transforming a slum/favela, transforming a town or village. You will be required to submit your case study on March 2

A Final Exam

I want the final exam to be an opportunity to reflect upon yourselves. This exam will focus on the broader ideals of regenerative design and development, and you becoming a reflective practitioner. The materials you use in this final essay will only be those covered in this course. The exam will also NOT include materials from your project.

Deadlines are absolute. I am approaching this course as I always do for a fourth-year level seminar: as a professional firm in which I am the boss, and you are my employees. I want you to learn to pay strict attention to deadlines because that is what will be expected of you in the real world. When your boss tells you to have something done by a specific day (and even time), he/she expects you to meet that deadline. That’s the same in this course. Get use to this now! To underline the importance of this, I will be applying a 20% late penalty for the first day an assignment is late plus

an additional 5% per day following that. These penalties will be assigned even if your submission is only seconds late so do not wait until the last moment to submit assignments because something can go wrong with either accessing the course site or with uploading the materials and those factors will not be taken into consideration. A late submission will simply be seen as a late submission.

Grading

The grading of these components is as follows:

<i>Unit Assignments (3 @ 15% each)</i>	45%
<i>Team Project</i>	35%
Vision Document	25%
Presentation	10%
<i>Final Examination</i>	20%
Total	100%

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	A = 85-89	A - = 80-84
B+ = 77-79	B = 73-76	B - = 70-72
C+ = 67-69	C = 63-66	C - = 60-62
D+ = 56-59	D = 53-56	D - = 50-52

F = Less than 50

WDN = Withdrawn from the course

ABS = Student absent from final exam

FND (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.

Final grades are subject to the Dean's approval.

Deferred Assignments/Grades

Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a final paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrarial Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

Submission of Written Assignments and Late Penalties

All assignments must be submitted through the course cuLearn site in Word format. If you use a Mac, please test your converted submission before submitting. If I cannot open your file, it will be considered late. (If you are uncertain and wish to cover your mark, send me a pdf version as well to my e-mail address.)

Assignments are due at the *beginning* of class on the indicated due dates. Assignments handed in during or after class will be considered late. As already noted, but worth stressing again, a first-day late penalty of 20% will be applied plus an additional 5% per day after that – unless submission is accompanied by *adequate* written documentation for a *legitimate* reason. Assignment extensions will be considered *only* for *documented* illnesses or *immediate* family emergencies. Late penalties will be enforced to ensure fairness in grading among students. Assignments will *not* be accepted

more than five days past the due date and the uploading function on cuLearn will be programmed accordingly.

Written assignments must represent individual work although some collaboration on researching the materials will be permitted. This collaboration must be acknowledged at the beginning of the assignment.

Your assignments must be typed using 11 or 12-point font, contain appropriate academic referencing and adhere to the instructions for written assignments distributed in class and posted on cuLearn. Students are asked to retain a hard copy (with electronic backup) of submitted assignments in the event of loss. Plagiarism will be monitored and treated as an instructional offence in accordance with university policy (see below). Requests for a review of an assigned grade must take place in written form (e.g., by e-mail) *within* 7 days of the grade being posted on cuLearn.

Help in Writing Assignments

As I say in all my courses, "Writing is hard work." If you feel you need assistance in improving your writing skills, you are encouraged to get in touch early in the term with the Writing Tutorial Service (located in Room 229, Patterson Hall, <http://www.carleton.ca/wts/>). I strongly encourage you to take advantage of this service as effective writing is an invaluable in the workplace.

Some Common and not-so-Common Courtesies

1. *Communications:* Students should use their Carleton email account for all course-related correspondence, placing "ENST/GEOG 4022" in the subject heading. Please note that I may not respond to emails over the weekend. Email is an acceptable medium for simple inquiries or clarifications, but not for complex questions. If you need to discuss ideas or materials, come by my office.
2. *Preparation:* Knowledge of the content of the syllabus and the cuLearn course site is the responsibility of each student. I expect everyone to have read the required readings before the course so we can engage in real discussion.
3. *Be on time:* We all have been operating under more flexible conditions this past year. With a return to the classroom, it is important to remember that the class begins at a set time. Students entering once the class has begun can be highly disruptive. Err on the side of caution. Get to campus, get a beverage, and get into class early.

Requests for Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Religious obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

[Academic Accommodations for Students with Disabilities](#)

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation.

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the exam.

[Academic Standing and Conduct](#)

Students must familiarize themselves with the regulations concerning academic standing and conduct in the 2020-2021 Carleton University Undergraduate Calendar.

[Drop/Withdrawal Date](#)

Please refer to the 2020-2021 Undergraduate Calendar for the final day that one is permitted to withdraw from a fall term course.

[Retain Copies of Work Submitted](#)

Students are strongly advised to retain a hard copy (and electronic backup) of all assignments and term papers in the event of loss for whatever reason.

[Student Life Services](#)

Student Life Services, located in Room 501 of the Unicentre, offers a wide range of programs and services to assist students in adjusting to academic life, in improving their learning skills, and in making academic and career decisions

[University Regulations Regarding Cheating and Plagiarism](#)

University regulations stipulate that any allegation of plagiarism, cheating or violations of examination conduct rules will be thoroughly reviewed. Each case must be reported to the Dean, who investigates each allegation. If there is no resolution following this investigation at the Dean's level, a tribunal will be appointed by the Senate to review the case and make a final decision.

[A Note on Plagiarism:](#) Webster's Dictionary defines plagiarism as stealing. Plagiarism is the submission of someone else's writing/ideas/work as your own. All ideas presented which are not your own must be properly referenced. While forms of plagiarism may vary, each involves verbatim or near verbatim presentation of the writings or ideas of others' as one's own without adequately acknowledging the original source. Plagiarism includes (but is not limited to) copying from a book, article or another student, downloading material or ideas from the Internet, or otherwise submitting someone else's work or ideas as your own.